



James Bateman Junior High School

Teaching and Learning Policy

Aims of this Policy

- To ensure that all teaching is at least good.
- To ensure that pupils make good progress across the curriculum.
- To provide a consistent message about what we believe is high quality pedagogy.

Purpose of the Policy

The purpose of this policy is to:

- Ensure that the pupils are provided with high quality learning experiences that leads to consistently high levels of pupil achievement.
- Ensure classrooms are organised to create effective and well-managed learning environments in which the individual needs of each child can be met.
- Provide a common framework of what makes good or better teaching.

Principles Guiding this Policy

- All teachers are leaders of learning and demonstrate through their own example that they are lifelong learners.
- Professional development is essential for supporting all adults to develop their own learning.
- Teachers take an active interest in and responsibility for developing their teaching practice and are supported by the school to do this.

Teaching & Learning with Children

We believe that children learn best when they:

- enjoy lessons
- are interested and intrinsically motivated by the tasks set
- are given tasks which match and extend their ability
- clearly understand the task
- are confident, feel secure and are aware of boundaries

- are challenged and stimulated

Classroom Teachers

The job of the classroom teacher is to plan enjoyable and challenging learning that meets the needs of every pupil they teach.

This is achieved by:

- ensuring they have an up-to-date knowledge of educational initiatives and pedagogic research
- self-evaluation of the quality and effectiveness of their own teaching
- accurately monitoring pupil progress and achievement throughout lessons to ensure they achieve well against prior achievement; identifying groups who need support in order to accelerate their progress and personalising the planning accordingly
- planning lessons which allow pupils to progress in their learning.
- using plenaries to summarise learning and helping pupils to understand how to improve;
- allowing pupils to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application
- providing pace and challenge for all pupils
- using effective questioning and AFL techniques to guide and challenge pupils and help pupils identify their strengths and weaknesses
- ensuring learning is enjoyable and interesting.

Learners

Pupils should:

- be prepared for lessons with the correct equipment
- complete home-learning
- take pride in their learning through consistent expectations across the curriculum for neat and accurate presentation
- make positive contributions to class discussions
- show independence and resilience to achieve the learning intention
- follow the school's behaviour policy
- take responsibility for improving their own learning

What will lessons 'look' like at James Bateman?

All lessons at James Bateman Junior high School will have the following 'core' ingredients :

The 'starter.'

All lessons will begin with a starter; this maybe to help assess prior learning, develop specific on-going skills development or be used as a tool for engagement. All starters must:

- Be engaging
- Motivational
- 'Pacey'

Learning will be structured using the following principle

Learners MUST know:

1. What they are learning (The Learning Objective)
2. How they will get achieve their learning (Steps to Success)
3. How to recognise when they have achieved the learning (Learning Outcomes)

1. The learning objective

The learning objective will begin with the following phrase:

'I will learn how to...'

This phase will be followed by a verb (Blooms taxonomy is useful for choosing verbs); for example 'recognise,' 'understand,' 'create,' etc. The teacher will then contextualise the learning intention using the content of the lesson.

For example:

Opening phrase	Key Verb	Context
I will learn how to...	...measure...	...angles accurately

2. Steps to Success

The success criteria or 'Steps to success' then help the learners on their journey from learning objective to their personal learning outcome.

Steps to Success break the learning into its component parts; sometimes there will be a clear sequential process, (for example, the scientific investigation cycle or calculation), sometimes they may take the form of 'Hints and Tips' or in the case of writing there will be clear guidance of what to include to ensure the outcome is reached.

It is also a great opportunity to focus on a 'learning behaviour' that the teacher may wish to see displayed during the lesson.

Taking the example above the success criteria may read:

- Ask yourself "Is the angle Obtuse, Acute or Reflex?"
- Place the 'Origin' of the protractor on the vertex.
- Ensure the '180°' line is placed on one of the lines.
- Measure (Or draw) the angle carefully.
- Ask your learning partner if you get stuck.

3. Learning outcomes

Learning outcomes compliment the learning objective and will be shared with learners.

Learning outcomes make explicit reference to differentiated outcomes. These will help the pupils to:

- Set themselves targets.
- Have a clear idea of when they have achieved the aims of the lesson.

These will be levelled and differentiated to meet the needs of the pupils. Verbs from Blooms taxonomy will be used to help differentiate outcomes. Taking the example from above:

L4 I can measure angles accurately (Within one degree).

L5 I can create angles to a given measurement (Within one degree).

L6 I can derive angles from clues given.

Learning tasks

Learning tasks will:

- Be differentiated to meet the needs of the learners; ensuring learners continue to make progress independently.
- Build on knowledge and skills acquired previously.
- Develop a range of skills that will prepare learners for life (learning behaviours).
- Enable pupils to evaluate their own learning and consider their next steps.
- Enable pupils to practise the skills from the 'steps to success'.
- Engage the pupils, ensuring they are 'active' rather than 'passive' learners.
- Ensure that 'Pace' is maintained in lesson.

The teacher will:

- Give clear instructions; pupils with SEND will be given instructions to meet their needs.
- Link tasks clearly to learning objectives and 'Steps to Success'.
- Have high expectations of pupils' abilities.
- Not talk for too long. The 80/20 principle is a useful guide to keep in mind .
- Display key words and/or write them on the board .
- Maintain a presence in the classroom .
- Facilitate learning though expert guidance, mini-plenaries and carefully designed learning activities.
- Ensure that learners are focussed and make good or better progress.

Learning behaviours

In every lesson learners will be encouraged to use the 5Bs:

1. Brain
2. Buddy
3. Book

4. Board
5. Boss

To further facilitate independent learning, all pupils will know where to find essential resources.

In some lessons learners will be encouraged to formulate their own questions.

The Plenary (Including 'Mini-Plenaries')

The teacher will return to the success criteria and encourage all students to evaluate the progress they have made during the lesson.

- The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used.
- Pupils achievement of the learning outcomes and the 'Steps to Success' should inform planning for the next lesson.
- Mini-plenaries will be used to check progress or address patterns of misunderstanding that arise during the lesson.
- (Mini) Plenaries will also give the learners opportunities to set themselves targets for improvement.
- Related homework may be set, and students may be told about learning to be covered next lesson.

Special considerations for Pupil with SEN/D

- Ensure that learning is multi-sensory.
- If necessary give learners copies of the IWB/PowerPoint presentation.
- Dyslexia friendly fonts are used.
- Instructions/ Steps to Success are numbered or bullet pointed.
- Different coloured text for Instructions/Steps to success/Key points etc when presented on the IWB to help learners quickly identify key points

The Learning environment

The learning environments at James Bateman will be purposeful, vibrant and inspiring.

The classrooms will have:

- Steps to Success ladders.
- Learning walls.
- Displays that help pupils to learn.
- Displays that celebrate success.
- Clear evidence of 'pupil voice'.
- 'Washing lines' that show current vocabulary, projects and collaborative learning that is current.

Planning

Planning is the key to successful lessons. The amount of detail included in planning is at the discretion of teachers. However, the following must be planned for:

- Key questions.
- Learning objectives and Steps to Success.
- Differentiated learning tasks.
- Plenaries.
- Targeted groups and strategies to support.
- Teaching assistant/other adult support.